

MODULE: REVIEW OF PROFESSIONAL LEARNING

ASSIGNMENT: PORTFOLIO

DOCTORATE IN PROFESSIONAL PRACTICE - BDMP7010

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WRITTEN REVIEW OF LEARNING

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DOCTORATE IN PROFESSIONAL PRACTICE

Part 1: Written Review of Learning

Eraut defines learning as ‘the process whereby knowledge is acquired’ (114:2000). Over the course of my career, I have acquired knowledge in numerous ways. This review highlights the key critical incidents within my personal learning journey and outlines my plans for future learning. I will be drawing upon a number of educational theories, primarily looking at my experiences through the lens of Eraut’s approach to non-formal learning. Eraut’s typology of non-formal learning will be used to examine my recent experience in academia.

SECTION 1: Formal Learning Overview

Gardner argues that ‘educational goals need to reflect one’s own values’ (9:2003). I am a passionate advocate for the importance and place of creative subjects within education and this has been at the centre of my career trajectory. As a student of the creative arts, my formal learning programme has mirrored this key value. A mixture of theoretical and practical subjects has always been of interest to me as I believe that theory is essential to informing creative practise. My formal learning therefore consists of a theoretical Bachelors degree (BA History of Art & Film) and a practise based Master’s degree (MA Illustration). Alongside my undergraduate studies, I worked for the Human Resources Professional Development department at Sheffield Hallam University, delivering short training courses for employees. At this juncture, I began to identify some early professional goals. My interest in adult/post compulsory education emerged, and I embarked on my journey into teaching, studying for a PGCE before starting my first teaching roles in Further Education, specialising in teaching Art & Film. As my career progressed from teaching to leadership roles, I continued to climb the ladder of formal learning, enrolling in two Women in Leaderships programmes to develop my skills in this area. As I now progress into the realm of academic research, I am in my first year of the Doctorate in Professional Practice and look forward to embracing all the new learning that the programme has to offer. A full overview of my learning journey can be viewed in Appendix 1: Timeline.

SECTION 2: Informal Learning

Informal learning can be defined as ‘any kind of learning which does not take place within a formally organised learning programme’ (114:2000). Whilst formal learning has enabled me to unlock doors that could not have been opened by informal learning alone - my current role for example requires a Master’s degree as part of the essential criteria - informal learning has become instrumental throughout my career in developing not only my skillset but my mindset. What follows are three critical turning points which highlight the breadth of the non-formal learning moments which have got me where I am today.

Critical Turning Point 1 – The Lightbulb Moment

My first critical turning point could be described as a moment of deep reflection leading to a more self-aware understanding of my own skillset resulting in a complete mindset change. In 2009, after approximately five years spent teaching Art and Film, I visited the

BFI's (British Film Institute) Annual Teachers' Conference and training event to attend the various workshop sessions centred around how to improve one's teaching of the subject of Film. It was here I experienced a personal epiphany that went on to shape and enhance my career to date. After reflecting on the day's training sessions, I had the realisation that my teaching practice was every bit as good as the sessions I was watching, if not better. I felt that my practice had something innovative and fresh to offer the conference that was not already being considered within the current programme of speakers or sessions. My practice had reached this exemplary level through what Eraut would describe as routinised knowledge in action (123:2000) or learning by repetition. I would argue that within this cycle of repetition there is space to also reflect and refine one's practice to a polished state. This would be in line with Kolb's (2015) argument for experiential learning – that people learn best through experience. This has certainly been my own experience as a teacher, and I am unrecognisable from the shy PGCE graduate that nervously stepped into a classroom back in 2004.

Following the BFI event, I approached the organisers with my session idea and was put on the bill as a speaker for next Conference. That following year, after my presentation I received a standing ovation and extremely positive feedback. A professional from the WJEC Examining Body who had been sat in the audience asked me if I would consider presenting Professional Development Sessions training teachers on behalf of the exam board and invited me to be a consultant on the new Media qualifications. I agreed.

This was a huge turning point in my career trajectory. From this, I developed two very important working relationships – one with the BFI and one with the WJEC Examining Body. In the 15 years since that lightbulb moment, I have worked in partnership with the BFI on a variety of projects and deliver training for them on a freelance basis to this day. I have made countless very important industry contacts as a result of this relationship and have been included on advisory panels about the future of film education. As a result, I remain at the forefront of developments within the film curriculum and am a respected advisor. Since the BFI are considered the key strategic film body in the UK, this has been extremely fruitful experience in gaining senior roles within film education.

Just as important as this developing relationship was the imposter-syndrome-obliterating moment I experienced at that first BFI conference: expecting to learn from the best but realising that I myself could be amongst the best practitioners out there. This armed me with the confidence to apply for and attain managerial and HOD roles within the teaching profession.

Critical Turning Point 2 – Leaving the Teaching Profession

This turning point describes a lull in my learning at which stage I decided to take my career in a completely new direction. In 2016, with over ten years' experience within teaching, leadership and assessment, I began to feel like my practice had become too routinised and I had reached a stalemate in a profession that had once excited me so. Whilst Eraut argues that routinised learning is largely positive, leading to intuitive decision making (113:2000) and allowing learners to become masters of their craft, he does not address

the associated problems of routinised actions and resulting impasse towards the learnt work.

By this stage, I had been working for the WJEC examining body in a freelance training capacity, carrying out training for teachers of the WJEC Film & Media Studies specifications and also examining the assessment for these specifications. I applied for and was appointed to the role of Subject Officer at WJEC – the strategic manager of Film & Media qualifications for England & Wales, responsible for the development of the 2016 DfE (Dept. for Education) Post -16 Qualifications reform. This role was attained only because of the prior experiential learning achieved through the freelance and consultancy work with the board in the years prior. The acquisition of the role led to the difficult decision to leave the teaching profession, potentially for good. The thought process behind this was to reinvigorate my relationship with education, albeit from a different standpoint and gain experience of a whole new skillset – qualification development at a strategic level, liaising with governmental stakeholders to create qualifications for the future cohort of Film & Media studies students nationally.

Eraut argues that learning can occur when ‘existing knowledge is used in a new context’ (114:2000) – a process which thereby involves the creation of new knowledge. My existing knowledge of the current student experience and curriculum design on ‘the ground’ was now knowledge I could use to inform and achieve the strategic objectives of my new role. Whilst this knowledge had become tacit in my teaching role, it now served a new invigorating purpose. My understanding of the needs of teachers which I had acquired over the course of my career enabled me to create a resource support package to go alongside the new qualifications which played a large part in the new qualifications getting 90% of the market share in England and Wales.

A whole host of reactive learning (115:2000) - a type of near spontaneous, unplanned learning – took place during my time in this role. I was responsible for managing the Summer examination series – something I had very little knowledge of. Whilst I had help shadowing other Subject Officers and a buddy mentor, a lot of this knowledge was gained through the experience. Looking back I would say I developed skills of diplomacy, trouble-shooting in this reactive way. Like many others, during Covid my learning within this role was almost all unplanned and spontaneous as we looked at systems of awarding grades in the absence of a Summer examination series. This was a highly reactive time as new governmental policy was being issued on an almost daily basis. During this phase, I developed online communication and presentation skills which have proven very valuable as we continue to work in online environments in a hybrid way.

Critical Turning Point 3 – Entering the world of Higher Education

After attaining my formal Master’s qualification, I recently returned to teaching - this time Higher Education, finding myself in the midst of another key learning chapter of life. In my role as Programme Director for BA Film at TV at UWTSD, I am able to recontextualise much of my existing knowledge – this time of assessment and curriculum design. I am able to utilise my portfolio of industry contacts, built up through some of the partnerships previously mentioned, to create a more innovative experience for students with visiting

industry speakers and live client briefs which in turn enhance students' employability skills.

By its' nature, academia is a cyclical profession in terms of the structure of terms followed by assessment followed by reflection and planning for the next academic year. This structure allows for what Eruat (2000) would describe as 'deliberate learning' - a chance to reflect on and evaluate one's professional practice and student outcomes over the past twelve months and create a purposeful plan for the new term. This aligns with Eraut's (2000) model of deliberate learning. Eruat identifies three stages of deliberate learning – Review of past actions and experiences; Reflection; Planned goals and learning opportunities. Using this typology of non-formal learning (Eraut:2000), what follows is an example of my annual learning process based on reflections of my first year in the role in 2022/3 and how these are progressing to date.

Reviewing Past Actions & Experiences

Within my role as Programme Manager for the BA Film & TV, reviewing my own professional practice on an annual basis is motivated by delivering better outcomes for students year on year. These outcomes are related directly to the student experience defined by:

- Enjoyment of course content, measured by retention statistics, student engagement levels, student rep meetings, module evaluations and UKES and NSS data
- Assessment outcomes, measured by student achievement and overall results
- Employability and skills development, measured by destination data

During my first annual review in 2023, the student voice identified the following action points:

- Students felt disenfranchised and disconnected from their peers having had one year of teaching online during the Covid pandemic
- Students identified that the teaching on the course was too lecture based and communicated a desire for more innovative and interactive ways of teaching

The NSS results also identified 'learning opportunities' as a weakness of the programme.

Reflection

As Programme Leader, all reflective activity must also consider the actions and experiences of the full team. As part of my annual review, I therefore measure the successes and development needs of the team. As Allen states, 'You have to aggregate everybody's capabilities to achieve a single purpose' creating a 'unity of effort' (Allen:2010). My process of reflection involves building upon good practice and identifying knowledge gaps that may prevent these goals from reaching their full potential. With these considerations in mind, I identified that:

- The team had become disparate due to hybrid working and were not working effectively as a team
- There were some issues with curriculum delivery – this had, in some instances, become stale chalk and talk, perhaps exacerbated by Covid and the practice of online lecturing

Planned goals and learning opportunities

Dewey argues that ‘all genuine education comes through experience ... every experience, if it is to be meaningful, must take up something from previous experience and modify the quality of subsequent experiences (1963:3). Whilst the role of Programme Leader was new to me, I was able to take elements of my previous experiences to make meaningful changes based on the reflections made. Based on these reflections, my planned goals for 23/24 were to:

PLANNED GOAL 1: Build a cohesive and effective programme team

PROGRESS UPDATE: Providing leadership to a team of experienced peers, time poor and resistant to change has been one of the most difficult challenges in my career. I enrolled on the formal Aurora Training Programme for women in leadership position. The most useful element of this was the allocation of an experienced mentor within the organisation. Whilst the formal programme was of great interest to me, the expertise and practical advice shared with me by my mentor was most useful – simply talking through the scenarios and situations I was experiencing and learning from someone else’s lived experience is a method of learning that I now recognise works well for me. Ileris (2014) discusses the power of transformative learning as where the learner changes her or his meaning perspectives or ways of behaviour in certain situations. I believe I experienced transformative learning as a result of my mentorship. Getting closer to reaching this goal has been slow progress and looking forward, there is still work to be done here.

PLANNED GOAL 2: Increase connection and collaboration within the student body.

PROGRESS UPDATE: I set up a collaborative pilot project to improve course cohesion and student belonging through collaboration. The project involved students from all three years as well as students from other courses within the programme area. The project had many successful elements and was met with a positive response from students with the following feedback given:

‘During this task, I was able to connect with peers whom I wouldn’t generally share an educational timetable with. I was able to expand on my skillset, by trying out roles I haven’t felt comfortable enough to take on before ... the experience is one I’ll take with me when I graduate.’

The projects allowed for unplanned spontaneous learning outcomes that I had not considered in the original aims of the project. For example:

Building networks and future partnerships: The opportunity meant that students now have a network of creatives to build upon for their future projects.

Creating strong working relationships with other programmes: I was able to develop fruitful working relationships with other Programme Directors from the courses participating in the project. We were all in agreement to continue collaborating on future projects.

PLANNED GOAL 3: Set a new vision for learning that goes beyond traditional lecturing and makes learning more innovative and enterprising.

PROGRESS UPDATE: By providing guiding principles to my team based on a mixture of my own experience and the strategic goals of the wider organisation, I have had some success in transforming the learning experience of our students. The success of the pilot project (Planned Goal 2) allowed the team to see the value in a collaborative approach to teaching and learning. I believe they themselves experienced transformative (Illeris 2014) and spontaneous (Eraut, 2000) learning in by engaging in the delivery of the project. Allen (2010) states, 'You are always in a teachable moment. There's always somebody watching you ... you are mentoring without knowing it'. By leading this project, I was mentoring my team by showing them in practice how such a project could work. The success of this project has allowed me to use this model as blueprint for other modules on the course and change how we deliver our programme. As a result of the project, we were nominated for and won Best Collaborative Team at the University NEXUS Teaching Awards in 2023. We have since built upon the blueprint and are again nominated for Best Collaborative Team at the 2024 NEXUS Teaching Awards and have been asked to share the good practice of the project with our peers. This has hopefully gone some way towards achieving the objective of Planned Goal 1 – building a cohesive programme team. To keep at the forefront of development within teaching and learning, I also annually attend the Advance HE Conference to learn from peers from other HE Institutions worldwide.

SECTION 3: Future Professional Goals

The concept of sustainable learning and education (SLE) is a fairly recent one. SLE is ongoing, purposeful and proactive learning where the learner effectively 'builds and rebuilds (their) knowledge or skills base as circumstances change' (30:2020). Hays (2020) argues that sustainable learning recognises the need for ongoing learning and identifies the techniques of needs analysis by asking three important questions:

- What do I need to do to be able to succeed?
- What does this problem require of me or my team?
- How well equipped am I to deal with this problem?

With this in mind, looking at the job description for my current role (Appendix 2), my own needs analysis identifies the following two key competencies requiring attention in order to rebuild my skills base and full equip me with the tools to carry out my role in the most effective way possible.

1. Ongoing and successful scholarship, research, professional development or project work through publication and contract, grant or funding awards, professional or peer recognition or external impact

2. Evidence of commitment to exploring external funding opportunities, awards or grants or possible commercial opportunities

The undertaking of the Doctorate in Professional Practice will hopefully equip me with the knowledge to fulfil these missing competencies. This will then hopefully lead to experiential learning as I become more knowledgeable and have more experiences within these realms.

In terms of my future professional goals and where I want to be, my next goal would be to become a Department Leader or Head of School within a HE context. I envisage that the difference between this role and my current role would be shaping the strategic direction of a school, providing a vision for a whole school or department, as opposed to a singular programme of study. Appendix 3 outlines the competencies of such a role.

My learning journey so far has equipped me with many suitable skills identified on the person specification, namely excellence in teaching, collaboration and networking, curriculum development and delivery and leading complex projects.

However, there are two key skillsets/experiences that I have yet to develop or experience which are essential to my progression to my dream role outlined within Appendix 3. These are not dissimilar to the competencies required in order to fulfil my current role most effectively.

Development and Implementation of Business Plans

Whilst my break from teaching allowed me to gain strategic insight into curriculum and assessment design, I am yet to have direct involvement in the development of business plans from their inception to delivery. I have experience of implementing my own vision with a single programme area or small department, informed by relevant external factors, analysing relevant data including recruitment and application trends, conversion statistics, application stats and market demand evidence in order to consider the viability for continuation of current programmes. Alongside this, I have played a pivotal role in providing recommendations for new and emerging programmes of study and changes to existing provision through an analysis of competitors, international sector trends, employment statistics and skills shortages. This subsequent review provided strategic alignment with Welsh Government bodies, namely Creative Wales, and their recent *Creative Skills Action Plan 2022-2025* Appendix 2 states that the successful applicant would need the 'ability to develop strategy and translate this into business plans'. I believe this skill could only be gained from further experiential learning but feel I have a solid foundation of strategic thinking experience to build on here in order to achieve this next step.

Research Excellence and Scholarship Activities

This is a sure-fire gap in my current skillset and the key obstacle to my next professional career goal. The formal learning of a PhD is an essential requirement to this next step. I

hope I am addressing this gap through deliberative learning – my undertaking the Doctorate in Professional Practice. Within any HE Institution, there is a required expectation that a Head of School will be engaged in research excellence and scholarship activities. As stated in Appendix 2, it is expected that a Head of School would ‘drive academic research, enhancing the School’s reputation and academic credibility’ and display ‘excellence in research demonstrated by relevant publications.’ I have joined the professional research body BAFTSS (British Association of Film, Television and Screen Studies) and presented one research paper at their conference in 2023 in preparation for my application to the DProf. This process provided me with valuable experiential learning, not only in the preparation and delivering of my paper, but in listening to the presentation of papers from other academics. It is my goal now to become more actively involved in the research community through the undertaking of the DProf. As part of my personal development plan, I will investigate the relevant journals and publications in my subject area. I will also research upcoming conferences in my subject area and any conferences with requests for papers in 2024/2025.

Learning now

In terms of accessing new knowledge, I have chosen to undertake the Doctorate in Professional Practice to undertake formal learning in research methods and how to conduct research. I also look forward to seeking the advice and expertise of professionals within the research field as well as creating networks with other researchers in my topic areas and beyond. As already identified, formal learning in general is a standard staple requirement in allowing progression to the next level of my professional career. Therefore it is hoped that the doctorate and resulting research will allow me to open the next door on my career path trajectory.

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Appendix 1 – Professional Practice Timeline in chronological order

Formal Learning

Title	Qualification	Skills Gained
Degree	BA History of Art Design & Film	Research Presentation Self-Confidence
PGCE	Post Compulsory Education	Advanced Presentation Curriculum Planning and Design
MASTERS	Illustration	
Vocational	Empowering Women in Leadership Programme -York	Networking Employability
Vocational	Aurora Women in Leadership Training Programme	Being a mentee Consulting a mentor Networking with women in leadership positions

Informal Learning – Career Trajectory

Company	Job Title	Skills gained
Odeon	Usherette	Customer Service Team Work
NCPM	Box Office Assistant	Customer Service Team Work Events Admin
Sheffield Hallam University	Student Services Administrator	Admin Programme Design (Take Our Daughters To Work Day, Graduation Project, Schools Outreach) Events Admin
Sheffield Hallam University	HR/Professional Development Administrator	Admin Programme Design Events Admin
Chesterfield College	NQT – AL Film & Art Foundation/Fashion Teacher	Teaching Curriculum Planning Multi-taking Managing Multiple Priorities Assessment
Wakefield College	Teacher & Programme Leader – AS/AL Film Studies AS/AL Media Studies; some vocational courses	Course Design Course Management Student Recruitment Teaching Assessment

Thomas Rotherham College	Head of Film & Media	Managing a Team Managing a portfolio of Courses
WJEC	Subject Officer	Curriculum Design Curriculum Reform Assessment Design Managing the Assessment Cycle Managing multiple teams
University of Wales	Lecturer - Illustration	Teaching (HE)
University of Wales	Programme Director – BA Film & TV Senior Lecturer - Illustration	Programme Design (HE) Researching Curriculum Design & Development (HE) Team Building Assessment Design (HE)

Informal Learning - Freelance Work

Company	Job Title	Skills gained
BFI	Workshop Leader	Industry Networking
DocFest	Previewer/Programmer/Jury	Industry Skills and experience Indsutry Netwroking
Cinema For All	Judge/Trustee	Trustee experience Organisation Management
Little White Lies	Writer	Industry Experience Writing Meeting Deadlines Proofing
Underwire/Birds Eye View/BFI	Panel Host/Chair/Interviewer	Industry Networking Interviewing Chairing
WJEC	Examiner/Team Leader/CPD Presenter	Assessment Team Leading Presenting

Appendix 2 - Current Job Description

JOB DESCRIPTION
MAIN PURPOSE OF JOB

The post of Senior Lecturer and Programme Director in Film & TV will be located within the Institute of WISA, based within the prestigious Swansea College of Art. The post holder will be under the line management of the Academic Director for Art & Media, and will be expected to take operational direction of a Programme of Study at undergraduate level, BA Hons Film & TV. In this capacity, the post holder will be responsible for the teaching, assessment, delivery, monitoring and evaluation of the programme, including offering academic leadership, support and guidance to a limited number of staff. The post holder will also have responsibility for the enhancement of the student experience and ensuring the programme(s) operate within a QA framework and in line with University policies and procedures. The post holder will offer teaching and instruction up to and including PGR supervision. The post holder will undertake scholarship, research, training and/or project work, individually or as part of a network, and will actively seek out funding opportunities, knowledge transfer, external engagement and collaboration, and professional recognition. The post holder will hold a significant administrative role within the Academic Discipline and / or Institute and make a positive contribution to the day to day activities of the Academic Discipline and Institute.

MAIN DUTIES

- Offer leadership of a programme or programmes of study, at undergraduate and/or postgraduate level
- Direct the planning, design and development of module and programme content, ensuring they are appropriately benchmarked against external QAA standards, and comply with the quality assurance regulations of the institution
- Monitor, evaluate and review, within the established institutional regulatory framework, the programme curricula, teaching, assessment, learning objectives and materials
- Build a cohesive and effective programme team, offering academic leadership, support and guidance to lecturers and tutors delivering on the programme(s) of study, for example through agreeing schemes of work to ensure effective programme delivery or by organising fieldtrips and fieldwork, with appropriate risk assessments, or by organising the work of a team through agreed objectives and work plans
- Look to enhance the effectiveness of admissions, recruitment and retention processes within the programme, by working effectively with the Institute, Marketing, and Registry

- Ensure the programme(s) of study align with all the appropriate Institute and University policies and procedures, and are positioned within the various strategic plans of the Academic Discipline, Institute and University
- Ensure a high quality student experience across the programmes of study, and assume responsibility for the pastoral care of students within a specified area
- Undertake individual or collaborative scholarship and research that develops academic knowledge, with a view to actively seeking knowledge transfer and dissemination, the effective application of scholarship into learning and teaching, and the 'drawing-down' of external funding and income generation
- Participate in wider collaborative projects and networks, or work with various external bodies, HEI's, employers and professional partners, with the potential for significant impact, securing student placements, external examination and validation, research collaboration, facilitating outreach work, generating income, obtaining consultancy projects, or building relationships for future activities
- Engage positively in internal networks, for example by participating in Institute or University-level committees or working groups
- Undertake a significant administrative or operational role across the Academic Discipline or Institute, for example Assessment officer, Learning and Teaching officer, Chair of an Institute Working Group, or Academic lead with a Collaborative Partner
- Communicate effectively and professionally in both formal and informal situations with colleagues at all levels within the University, with students (and where applicable), their close relatives, and external bodies, in accordance with University regulations

GENERAL DUTIES

- Fulfill all relevant Health and Safety responsibilities
- Adhere to all relevant University policies and procedures
- Adapt to change and have an ability to acquire new and relevant skills and knowledge by taking appropriate responsibility for own personal and professional development
- Support and promote the University's sustainability commitment and carry out duties in an ethical and responsible manner
- Operate within the University's agreed Welsh Language Standards

NB This Job Description currently applies but duties may be allocated from time to time, which are appropriate to the grade and post and which are not of a substantial ongoing nature to affect the grading of the post.

PERSON SPECIFICATION

The Person Specification focuses on the qualifications, experience, knowledge, skills and competencies required to undertake the role effectively. **You will need to evidence how you meet these requirements in your application, providing explicit examples.**

PERSON SPECIFICATION		
	Essential	Desirable
Education and qualifications	1) An honours degree in a relevant discipline/building/civil/structural 2) A postgraduate qualification in a relevant discipline 3) A PhD in a relevant discipline or a teaching qualification	17) Membership of a relevant professional body
Experience, knowledge and skills	4) Broad experience in teaching delivery, assessment and student support at undergraduate and postgraduate level, including supervision at PGR level within the fields of film, communications and storytelling 5) Evidence of the design, development and implementation of curriculum content within the fields of art, humanities and design across a range of modules or programmes of study 6) Evidence of providing academic leadership and supervision of others within an area of responsibility, such as a programme team or a collaborative project 7) Evidence of undertaking a significant administrative role or position within an Academic Discipline, Institute or University 8) Evidence of a leading role within an appropriate internal and external collaborative project or partnership, with measurable outcomes be they project development, student recruitment, publications, external grants, funding opportunities or potential income generation 9) Evidence of ongoing and successful scholarship, research, professional development or project work through publication and contract, grant or funding awards, professional or peer recognition or external impact 10) Evidence of effective leadership and organisational skills 11) Effective interpersonal and communication skills	

Other requirements	12) Engagement in continuous professional development 13) Evidence of ability to balance competing pressures of teaching, scholarship, research, leadership and administrative demands and deadlines 14) Demonstrate a commitment to leading a team and fostering an effective team ethos 15) Demonstrable commitment to equality and diversity in working practices 16) Willingness to work flexibly to meet role requirements	18) Evidence of commitment to exploring external funding opportunities, awards or grants or possible commercial opportunities
Welsh Language		19) Ability to communicate through the medium of Welsh

Person Specification

Skills and experience

Essential Criteria:

A PhD (or equivalent) in Film or Screen Studies completed, or substantial experience in an area related to film and media.

Academic excellence in teaching, research or scholarship in an appropriate field demonstrated by, for example, relevant publications or track record of research or scholarship excellence; industrial experience, knowledge exchange, knowledge transfer or impact; and/or teaching experience and understanding of the student perspective.

Experience of leading and managing complex projects involving multiple and diverse participants.

Proven ability to develop networks and strategic relationships with key internal and external stakeholders.

Demonstrable understanding of leading and managing people to deliver high performance.

Ability to lead people through change and ambiguity, making positive use of the opportunities these present.

Relevant disciplinary expertise that engages both creative practice and analytical techniques.

Motivates and inspires others to succeed through collaborative leadership and by fostering a culture of high performance individually and within teams.

Commitment to the aims, ethos and values of the Open University and demonstrates respect, openness and inclusivity towards all colleagues and an understanding of equality and diversity.

Understands complex institutions and how to navigate and negotiate options and solutions.

Ability to develop strategy and concepts and translate this into business plans and risk mitigation leading to operational activity.

Proven ability to influence across a large and complex organisation, challenges professionally and constructively, proposing and negotiating alternative options when needed.

Builds rapport with others both at peer level and with a range of colleagues at different grades and levels of responsibility, inspiring trust, and integrity amongst all such audiences.

Excellent communications skills to audiences with diverse backgrounds and agendas, including communicating and obtaining buy-in to complex subjects and difficult decisions.

Understands resource planning to maximise resources to secure financial sustainability, flexing and responding to meet changing needs, challenges and opportunities.

Evidence of the ability to negotiate within an environment of limited resources and take collective responsibility for shared decision making.

An appetite for change demonstrating resilience within a constantly changing environment with conflicting priorities and demands.

Ability to take initiative and act on problems and opportunities to reach successful outcomes when faced with setbacks or pressures.

Desirable Criteria:

Management or leadership qualification e.g. MBA

PGCHE or equivalent qualification or award (e.g. SFHEA)

A previous senior management role within a Higher Education Institution, School or Discipline (or Senior business leadership experience)

Evidence of success and innovation in teaching and in the development and introduction of curriculum

Experience of distance/online teaching

Understanding the current and developing environment in which the University and the School operates

Demonstrable understanding of the challenges of being an online distance learning institution, and the unique issues and opportunities this creates particularly in ensuring student success

Experience of working with and/or influencing policy makers, governmental, non-governmental institutions, and/or leading large-scale industrial partnerships.

The Open University is committed to equality, diversity and inclusion, which is reflected in our mission to be open to people, places, methods and ideas. We aim to foster a diverse and inclusive environment so that all our staff can reach their potential and attract diverse candidates. We recognise that different people bring different perspectives, ideas, knowledge, and culture, and that this difference brings great strength. We offer a range of inclusive employment policies which include family and carer friendly flexible working arrangements and have many supportive staff networks and wellbeing services.

ANNOTATED CV

BDMP7010

Becky Ellis (2306965)

DOCTORATE IN PROFESSIONAL PRACTICE

REBECCA ELLIS

0774244917X

missrellis@outlook.com

25 Richards Terrace, Cardiff, CF24 1RU

PROGRAMME DIRECTOR - BA FILM & TV – THE UNIVERSITY OF WALES

EDUCATION



MA Illustration (FIRST CLASS HONS)

Falmouth University

2019 – 2021

PGCE Post Compulsory Education

Sheffield Hallam University

2004 – 2005

BA (HONS) History of Art, Design & Film (2:1)

Sheffield Hallam University

2001 - 2004

SKILLS



Curriculum Design and Development

Quality Systems Design and Enhancement

Qualification reform & design

Network Building

Collaborative Working and Team Work

Adobe Certified Associate (Photoshop, Illustrator, InDesign & Premier Pro)



TRAINING 2022/2023



- Aurora Senior Women's Leadership Development Programme (AdvanceHE)
- HEA Senior Fellowship Training
- Adobe Creative Cloud ACA Training

ABOUT

I am a passionate Curriculum Leader and current award-winning Programme Director of the BA Film & TV at the University of Wales. I provide leadership and vision for these subject areas, including their design, implementation and assessment. With over ten years teaching experience in FE & HE, I am a driver of outstanding teaching standards and positive outcomes for learners. I have six years experience working as a strategic assessment lead at WJEC examining body working with stakeholders including the Department for Education, Ofqual and Qualifications Wales to ensure sustainable, quality programmes of study within an FE setting.



WORK EXPERIENCE - KEY ROLES

Programme Director - BA Film & TV & Senior Lecturer in Film & Illustration



University of Wales (Trinity St Davids) | Swansea | Present

I am the Programme Director for BA Film & TV, designing and teaching on a range of theory & practice based modules. My key responsibilities are: To lead the assessment of the programme including developing systems for internal and external verification; To support, lead and develop a team of staff; To create and monitor the activity profiles of the team; To develop high quality research proposals for submission to external funding bodies; To carry out collaborative projects with partner institutions and industry partners; To lead and engage in marketing activities including Open Days; To create and engage with initiatives which enhance employability of students.

Subject Leader – Film & Media Studies

WJEC/Eduqas Examining Body | Cardiff | 2016 - 2022



I had operational management responsibility for the development of the Post 16 Film & Media curriculum including qualification reform, assessment delivery, the provision of a professional development programme for teacher and the continued design and development of Film & Media qualifications in changing contexts. In summary:

- Qualifications: I provided innovative leadership for GCE/GCSE Film & Media Studies qualifications in liaison with a range of stakeholders including the DfE, Ofqual and Qualifications Wales
- Assessment Design & Delivery: I managed the assessment cycle from question paper production to quality committee meetings to examiner training, reviews of marking and subsequent annual evaluation of the process
- Subject Promotion: I engaged in promotional activities through the creation of external links and networks with relevant enterprising contacts. This included the co-ordination of the annual Moving Image Awards ceremony in partnership with the British Film Institute.

Head of Department – Creative Arts & Media Studies

Thomas Rotherham College | Rotherham | 2012 - 2016



Responsible for the management, design and delivery of creative programmes in art, design and media studies for 16 – 18 year olds.

- Ensure successful delivery of the curriculum ensuring positive outcomes for learners
- Expand and develop the course offer for the department

REBECCA ELLIS

PROGRAMME DIRECTOR - BA FILM & TV – THE UNIVERSITY OF WALES

Teacher (Contextual Studies)

Wakefield HE & FE College | Wakefield | 2006 - 2012



Responsible for the design and delivery of a number of a number of courses including HE modules in:

- GCSE & GCE Film & Media Studies
- Fashion Design & Textiles
- Art History & Contextual Studies

OTHER ROLES

External Examiner – BA/MA FILM

UEL | 2022-2025



- Responsible for externally verifying modules & work for the University
- Write a report on the validated units and work for the University

Principal Examiner – GLOBAL CINEMA

WJEC | 2022- Present

- Responsible for writing the examination materials and marking schemes for GCE A Level Film Studies Component 2: Global Film-making Perspectives

Education Consultant

British Film Institute | London | Annually since 2013



To deliver lectures at the BFI Media & Film Teachers Conference to support teachers to create diverse curriculums. Including:

- Using Animation and Apps to enhance learning (2023)
- Stories and Storyboards (2022)
- Creating a Diverse Film Studies curriculum (2019)
- New Perspectives in Film – 5 Female Directors you should know (2018)
- Female Spectatorship and the Female Protagonist (2017)

Board of Trustees, Diversity Lead

Cinema For All | UK | 2019 - 2022



Working on the board of trustees to achieve the current strategic objectives:

- Increase the engagement of young people in volunteer led community cinema activities
- To bring together a stronger collective voice for community cinema
- To ensure communities have a greater depth of engagement with film
- To ensure community cinema exhibitors are a diverse representation of their communities

REFERENCES

Jon Williams
Academic Director, University of Wales
Email: j.williams@uwtsd.ac.uk

Hilary Jaques
Subject Lead, Creative Arts, WJEC
Phone: 029 2026 5000
Email: hilary.jaques@wjec.co.uk

TRAINING NEEDS ANALYSIS

BDMP7010

Becky Ellis (2306965)

DOCTORATE IN PROFESSIONAL PRACTICE

Training Needs Analysis

Based on a combination of Current Job Description and Next/Dream Job Description

Task/Skill/Knowledge	Expectations of organisation	Previous Experience/ Training	Gaps in Learning/ Understanding
- Building cohesive and effective programme team - Leadership	Leadership of BA & MA Programmes of Study	- Leading Teams (UWTSD, WJEC, various FE Colleges) - Change Management (changing the curriculum as Programme Director, redeveloping GCSE & AL qualifications nationwide) - Designing & Leading BA Programmes (in my current role) - Aurora Women in Leadership Programme (recent formal training by Advance HE)	- Leading a Masters Programme - Supervising Dissertations
Direct the planning, design and development of module and programme content	Ensure a high-quality student experience across the programmes	- Analysing data from surveys (UKES, NSS) - Listening to student voice - Designing feedback systems - Implementing change - Creating enterprising opportunities - Developing industry partners - Creating action plans - Designing programmes of study from scratch	- Revalidating existing programmes - HEA Senior Fellowship

		(All experiential learning gained throughout my 20-year teaching career and fundamental to my current post)	
- Research Methods - Collaborative Scholarship - Completion and publication of research	- Undertake individual or collaborative scholarship and research that develops academic knowledge - Ongoing and successful scholarship, research, project work through publication - Professional or peer recognition or external impact	- Writing abstracts and paper proposals (BAFTSS Conference 2023) - Presenting a research paper (BAFTSS Conference 2023) - Proposing a research project for Taith funding (as part of current lecturing role) - Conducting a Literature Review (DProf)	- Concept and process of collaborative scholarship - Advanced Research methods - Ongoing successful body of research
Securing Funding/income generation	- The 'drawing-down' of external funding and income generation - Commitment to exploring external funding opportunities, awards or grants or possible commercial opportunities	Securing funding for research projects (Put in a successful Taith bid in 2023)	- Understanding of funding and funders - Application processes for external funding - Writing Bids - Securing awards or grants/funding - Recognising external funding opportunities
- Collaboration - Networking - Creating relationships with stakeholders	Participate in wider collaborative projects and networks, or work with various external bodies, HEI's, employers and professional partners, with	Design and management of collaborative projects (Best Collaborative Team Award for Film Simulation Experience Project 2023, Best Collaborative Team)	- Securing student placements - Building relationships with employers

	the potential for significant impact, securing student placements	nomination for Welsh Myths project 2024) - Developing successful collaborations - Networking - Creating mutually beneficial partnerships Industry partners with local and national Film Organisations such as BFI, Into Film, Bafta Cymru, Screen Alliance Wales, Iris Prize) - Making enterprising relationships with external organisations (the creation of live briefs in partnership with local orgs such as Plantasia, Dylan Thomas House, Swansea Museum) - Developing relationships with stakeholders (working with teachers, governmental agencies, and other examining bodies at WJEC)	
Project management	Actively contribute to University and Faculty goals, leading and shaping University-	Complex project management (Qualifications reform (WJEC), collaborative	Leading and designing strategic objectives

Leading strategic objectives	wide projects and Faculty strategic objectives	academic projects in current role) Responding to strategic objectives (qualifications reform, objectives set by DfE, Ofqual & Quals Wales)	
Knowledge of research frameworks	Stay updated on academic landscapes, optimise REF performance	Undertaking DProf	Comprehensive/working knowledge of REF
Vocational skills and knowledge	Identify business development and income generation opportunities, with a focus on innovative and technical/vocational curriculum in line with University strategy.	- Practical Skills - Adobe Creative Cloud (formal learning – Adobe Certificate) - Knowledge of vocational FE qualifications and the new curriculum for Wales reform (WJEC)	- Knowledge of the vocational HE environment - University strategy/standpoint on vocational provision

PROFESSIONAL DEVELOPMENT PLAN

BDMP7010

Becky Ellis (2306965)

DOCTORATE IN PROFESSIONAL PRACTICE

Personal Development Action Plan

Professional

No.	Development Area/Knowledge Required	Actions – TO DO LIST	SMART Outcomes – Measure of Success
1	- The role of AI in Assessment - AI and Academic Integrity - How AI can be used in the classroom	- Attend AI Training sessions 20/21st May - Design and Implement AI into module delivery and assessment in a creative way – assessment	- Trial in one assessment in 24/25 - Evaluate in module evaluations. - Roll out into other assessments if successful.
2	Leading a Master's Programme	- Discuss potential to teach on MA with line manager - Request to teach on MA Unit in Contemporary Dialogues	- Teaching hours on one Masters Unit in 24/25 - Leading one Masters unit by 25/26 - Design new Masters programme if opportunity arises
4	Programme Revalidation Experience	- Study revalidation documentation from last revalidation cycle - Meet team for input into programme revalidation - Have regular 1-1s with Academic Director to discuss process and progress stages	Successfully revalidate BA Film & TV programme in 2025 for first teaching in 2026
5	An externally recognised research profile	- Research Methods training (DProf) - Carry out a literature review of 'Mistresses' Research Project - Research possible conferences to present at - Submit paper	- Will deliver 'Mistresses' conference paper in 2025 - Will undertake Research Methods unit at part of DProf in 24/25 - Pass all D Prof modules

		• Continue to pass D Prof modules • Continue to develop my body of research	
6	• Experience of collaborative research projects	• Attend Advance HE Conference – collaborative research sessions	• Network and make at least two academic contacts in my field at Advance He Conference • Write up two collaborative research proposals by end 2025
7	• Process of external funding/Knowledge of external funding opportunities/grants and bid writing	• Investigate external/internal training opportunities in these areas • Schedule a 1-1 with DProf staff to discuss where to start on this	• Identify useful training opportunity in preparation of PMR 2025 • Have 1-1 with DProf supervisor
8	• Building relationships with local employers with a view to securing student placements	• Arrange meetings with local Film & TV employers to discuss potential student placement opportunities	• Build two key relationships with Film/TV external employers • Student Placement element built into Graduate Project and Film Festival Units in 2024/2025
9	• Comprehensive knowledge of REF	• Study and take notes on REF	• Integrate REF into my DProf assignments and research
10	• Published Research	• Knowledge of relevant journals – make a list • Identify relevant contacts at each journal • Find out process of submitting research to journals	• Publish one journal article by end of 2025 • Continue to research and produce journal articles as DProf progresses

Personal

No.	Personal Goals	Actions – TO DO LIST	SMART Outcomes – Measure of Success
1	Keep developing my teaching practice, staying at the forefront of current developments in teaching and assessment	- Attend NEXUS Conference (June 2024) - Attend Advance HE Conference (June 2024) - Continue to try new things	- Attendance and dissemination to team/wider University colleagues via NEXUS Conference 2025 - Redesign at least 25% of teaching sessions to encompass new ideas
2	Increase resilience	Read 'The Courage to Be Disliked' by Fumitake Koga	- Finish book - Hopefully put into action!
3	Practical Film-Making Skills	NFTS Training Course (Cardiff)	Complete training course by end 2024
4	Cultivate reflective leadership practice	Use a 360 degree feedback method to get feedback from the team and make necessary changes to my leadership practice	Complete 360 degree feedback cycle before the start of the new academic year
6	Career Progression to Head of School Role	- Investigate job opportunities - Save Job Descriptions and update PDP and TNA as required	- Update PDA & TNA every three months - Put in job application if a role of interest comes up - Take interview experience
7	Complete HEA Senior Fellowship	- Attend internal HEA Senior Fellowship training - Complete documentation	Successful completion of HEA Senior Fellowship by Jan 2025
8	Phd or Equivalent	Complete all DProf units	Successful completion of DProf